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ABSTRACT

The design and demonstration of a two-year junior college curriculum to train assistants to city planners and to professional personnel in the urban development and renewal fields are described. The Urban Development Assistant Project began in September 1964 and concluded in September 1969. A total of 145 students enrolled in the program. This report summarizes the five-year program in five parts, as follows: Part I. The Curriculum; Part II. The Program; Part III. The Student; Part IV. Evaluation; and Part V. Conclusions and Recommendations. From an analysis of the project, it is concluded that: (1) there is a continuing local and national need for aides to professional planning and housing agency staff members; (2) the Urban Development Assistant curriculum offers a sufficiently comprehensive educational base from which an agency staff member or high school graduate may progress as a productive employee of an urban development office and/or may continue his education in a four-year college, if he so desires; and (3) the career preparation curriculum lends itself to adaptation to meet the particular requirements of local communities and is serving as a model for the development and operation of an ever-increasing number of urban career-oriented instructional programs. An appendix provides supporting material, including job descriptions, evaluation questionnaires, and suggested course outlines, textbooks, and classroom supplies. (DB)

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URBAN DEVELOPMENT
ASSISTANT PROJECT

Division of Social Science
Essex Community College
Baltimore County, Maryland 21237

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AN EDUCATIONAL RESPONSE TO THE URBAN CHALLENGE

FINAL REPORT

The purpose of the project described in this report is the design and demonstration of a two-year junior college curriculum to train assistants to city planners and to professional personnel in the urban development and renewal fields.

Project Dates: 1968-1969

ED 076190

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INFORMATION

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March, 1973

FOREWORD

The Urban Development Assistant curriculum has completed its shakedown cruise and is now an operating element in the community. Although its quantitative impact has not yet been great, I believe that its effect has been most observable in the actual lives of those persons who, having taken the courses, are now serving in the community planning and development fields. In addition, the effects of this educational project may be observed in the continuing support of those professional people with whom the Urban Development Assistants work and finally, in the lives of the residents of those geographic areas with which they are concerned.

Locally, I believe that the program will gradually, but perceptibly, grow in enrollment and in effectiveness. On a national scale, it is very clear that the concept of this course of studies which is so relevant to the needs of our growing population has taken hold and adaptations of the curriculum are being offered in a number of communities in the United States and Canada. With the help of the Federal grant, the Urban Development Assistant program has reached far beyond the boundaries of the Baltimore metropolitan area in which it began.

Moses S. Koch, President
Essex Community College
September, 1969

FOREWORD

TABLE OF CONTENTS

Summary of Findings 7

Part I The Curriculum 11
Initiation and Development

Part II The Program 15
Administration and Operation

Part III The Student 21
Recruitment, Training and Employment

Part IV Evaluation 27
The Project, the Curriculum, the Student

Part V Conclusions and Recommendations 33

Appendix 36

CONTENTS

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SUMMARY OF FINDINGS

In April, 1964, two Maryland community colleges, Essex Community College and the Community College of Baltimore (then Baltimore Junior College), entered into a cooperative effort, the Urban Development Assistant Project, to develop, operate and test a two-year, post-high school career education program to train students for employment as support personnel in the broad field of urban planning and development. The Urban Renewal Administration and two local groups, the Greater Baltimore Committee and the Regional Planning Council, aided the community colleges with financial support and technical advice for the operation of the pilot project.

With an enrollment of 35 students, the Urban Development Assistant Project began its first academic year in September, 1964. By September, 1969, at the conclusion of the five-year project period summarized in this report, a total of 145 students had enrolled in the course of studies. There are a total of 62 permanent employees of 15 planning and development agencies in the Baltimore region who have received instruction as students in the Urban Development Assistant program. The first graduates in the curriculum received their Associate in Arts degrees in June, 1967. During the two years since that date, all of the 15 graduates in this career curriculum have been hired as full or part-time employees of planning and or housing agencies in the Baltimore Metropolitan Area. Concurrent with their employment, 13 of these Urban Development Assistant graduates have continued their studies in four-year colleges or universities.

Numerous educational and professional planning groups in this nation and abroad have recognized the relevance of and lent their support to the concept of the Urban Development Assistant program and have encouraged the initiation of similar curriculums in more than 20 higher education centers in the United States and Canada.

The following conclusions may be derived from an analysis of the five-year operation of the Urban Development Assistant Project:

1. There is a continuing local and national need for aides to professional planning and housing agency staff members.
2. The Urban Development Assistant curriculum offers a sufficiently comprehensive educational base from which an agency staff member or a high school graduate may progress as a productive employee of an urban development office and or may continue his education in a four-year college, if he so desires.
3. This career preparation curriculum lends itself to adaptation to meet the particular requirements of local communities and is serving as a model for the development and operation of an ever-increasing number of urban career-oriented instructional programs across this nation.

Introduction

The involvement of two Baltimore Metropolitan Area community colleges in the activities of the Urban Development Assistant Project has provided both an inner-city and a suburban educational setting in which this unique curriculum, the first of its kind in this country, might be tested in operation. The Project has been administered by a project director, with the aid of an advisory board, technical faculty members and administrative and academic staff members of the two community colleges.

The primary goal of the Urban Development Assistant Project was to respond to the need of professional planning and housing agency staff members who required the assistance of trained personnel capable of collecting, organizing and presenting, in graphic form, the basic data on which the planning/development process is so dependent. With the aid of such support personnel, the professional in the urban development field could be freed to apply his more advanced knowledge and experience to the exacting tasks involved in planning for the orderly growth and revitalization of the nation's cities and suburbs. The Project has been successful in organizing and putting into operation an associate degree program which has served to equip 62 pre-service and in-service students for their present employment and opportunities for advancement in 15 urban development offices in the Baltimore region.

Characteristics of the Program

The fundamental premises from which the Urban Development Assistant curriculum has evolved are as follows:

1. The specialized courses should offer a beginning student a strong philosophical and technical foundation to assure his professional competence at the entry-level in the urban development field.
2. The Urban Development Assistant course offerings should afford the agency staff member (in-service student) an opportunity to broaden his existing professional and academic skills.
3. The total curriculum should be so structured as to provide the Urban Development Assistant graduate with the highest degree of mobility on the job and in continuing his studies beyond the associate degree level.

The present Urban Development Assistant curriculum is the product of a continuing process of evaluation and adaptation and reflects the current needs of the student, the employer and the community. The curricum guide recommends a total of 64 semester hours of instruction from among specialized, related and general education subjects, as follows:

9-14 semester hours of Career-Oriented Subjects:
Urban Development Theory/Techniques, Drafting/Graphics, Community Organizations.

18 semester hours of Career-Related Subjects:
Urban Geography, Urban Sociology, American Government, State and Local Government, Economic Development, Public Speaking.

24 semester hours of General Education Subjects (Maryland State Requirements):
English Composition - Rhetoric, English Literature, History of Western Civilization *or* United States History, General Science *and/or* Mathematics, Physical Education, Personal Health

6-11 semester hours of Elective Subjects:
Elementary Statistics, Data Processing, Technical Writing, General Psychology, Fundamentals of Design

13-week Field Work Assignment: Full-time students are encouraged to spend the summer months between their first and second academic years in the full-time employ of local urban development agencies. No academic credit is granted for this period of on-the-job training.

Description of Project Accomplishments

The Urban Development Assistant Project has initiated, tested and established a basic curricular framework for the educational preparation of competent planning and housing agency staff aides. During the process, the Project has developed methods for the successful operation of the new career program within the educational and professional communities. The pilot project has produced evaluation tools and techniques for the measurement of the relevance of the course of studies to the needs of the profession and of the effectiveness of the urban development career student and graduate in job situations.

Conclusions and Recommendations

For the benefit of those educational, professional and civic interest groups who might contemplate the inclusion of a similar course of studies in the educational offerings of their local higher education institutions, the Urban Development Assistant Project submits the following conclusions and recommendations:

1. The educator has a valid role in responding to the obvious needs of this nation's population centers and should recognize an implicit obligation to his community which challenges him to mold study programs to meet local requirements for professionally competent support personnel in the urban career fields.
2. A two-year career curriculum is, by definition, a course of studies which has been created for the preparation of a degree candidate to participate in a specific field of employment. However, the educator should strive to meet the several levels of expectation of the matriculating students who may view their enrollment in the career program as an opportunity for increased knowledge to be utilized in their present occupational field; as training for a final career level; or, as an entry into a professional field for which added years of educational preparation will be necessary.
3. The Urban Development Assistant Project has succeeded in producing a two-year, post-high school career curriculum which meets the requirements of the planning profession and the community college student in the Baltimore region. The findings of this project may best serve other communities contemplating the initiation of similar curriculums if the Urban Development Assistant program of studies is regarded as a pattern which should be adapted to meet specific local needs, thus serving as a relevant educational response to the growth of this nation's population centers.

Summary Statement

The Urban Development Assistant Project has produced, operated and evaluated a career education curriculum for the training of assistants to professional urban planning and renewal personnel. At the conclusion of this period of Federal support for the administration of the Project, the career education program is integrated into the departmental structures of the two community colleges and will continue to operate as long as there is a community demand for support personnel to staff the urban development agencies in this area and there are community college students who seek to serve in this career field.

INITIATION

Historical Background

City planning is as ancient as cities. However, the education of urban planners, as an accepted and distinctive instructional discipline, has only emerged in this century in England and the United States.

In 1909, a series of events heralded the "coming of age" of the planning profession: America's first National Conference on City Planning was held in Washington, D.C.; England's first planning and housing legislation was passed; the city of Chicago published its first plan for growth and development. During the next decade, professional societies such as the Town Planning Institute, in London, and the American Institute of Planners were formally established.

Harvard was the first American university to create an independent department of urban planning, when its School of City Planning was founded in 1929. Other U.S. colleges followed this lead with their introduction of 60 graduate and 24 undergraduate planning curriculums during the next 35 years. Essex Community College and the Community College of Baltimore were the first higher education centers in the country to offer a two-year city planning curriculum. The first students were enrolled in the Urban Development Assistant program in September, 1964.

Documentation of Need

The need for a program which would prepare aide-level personnel to assist members of the urban development profession was documented in the doctoral dissertation* of Moses S. Koch who, at that time, was the Dean of Essex Community College. A survey of the needs of local and national city planning, urban renewal, and community development agencies, as reported in this research paper, provided well-defined evidence that:

1. Professional planners were in increasingly greater demand to meet the existing problems of the city and to confront the challenges of the population centers of the future.
2. The capabilities and energies of these planners were underutilized in the completion of necessary, but time-consuming, routine tasks which usurped as much as three-quarters of their on-the-job hours.
3. Trained support personnel could perform tasks such as the gathering, organization and graphic presentation of the vital data on which the planning process depends.
4. The educational preparation of personnel to assume this supportive role could be accomplished within the context of a community college program of instruction.

Financial Support

With substantial proof of the existence of a real need for support personnel in local, regional and national planning and development offices, the discussion of methods for developing the curriculum and implementing the program was the next priority. As a result of a thorough examination of the question of financing the introduction and operation of such a unique career education program in the Baltimore Metropolitan Area, an agreement was reached between the two junior colleges to present a request to the Department of Housing and Urban Development for support of a cooperative career-education program.

On April 3, 1964, the Urban Renewal Administration awarded Essex Community College, with the support of the Community College of Baltimore, the Greater Baltimore Committee, and the Maryland Regional Planning Council, a grant of $33,353 to be matched by cash and services from the two colleges and the local agencies, for a total budget of $50,300. An application for an extension of the original Demonstration Project MD. D-3 to September, 1969 was granted and an additional grant of $30,524 was to be matched with local contributions. The total budget was thereby increased to $97,591 to cover the five-year period of the Project. Whereas the initial period of the demonstration project was to plan, organize and establish the career program, the second portion of the period was to be used for testing and evaluation of the program operation.

On April 4, 1964, the Project Director was appointed and the Urban Development Assistant program was launched.**

Moses S. Koch, "Procedures for Developing an Associate in Arts Degree Curriculum to Train Urban Planning Assistants", unpublished doctoral dissertation, University of Maryland, 1961.

***A more detailed description of these initial phases preceding project operation may be read on pp. 12-15. Urban Development Assistant Project, Interim Report, June, 1966.*

DEVELOPMENT

Preliminary Research

During the period of research for his doctoral thesis, Dean Koch received the willing cooperation of local and national leaders in the urban planning and development fields. A continuing dialogue between the researcher and the professional community resulted in the delineation of certain job skills needed at the entry-level. The scope of the required technical courses was thereby defined. General education subjects were evaluated to determine which would best complement the student's specialized training. Possibilities for on-the-job learning opportunities were explored. The conclusions derived from these preparatory discussions were included in the doctoral paper and set forth as a proposed curriculum.

Thus, the pilot project was funded, staffed and equipped with a model curriculum ready to be tested in operation. Further development of the course of studies could only be accomplished as a result of actual experience.

Present Status

Even during the early stages of the project, the debate on the need for a curricular emphasis on the acquisition of general knowledge versus the demand for a specific focus on the employer-required technical skills had emerged. The participants at two occupational education conferences sponsored by the American Association of Junior Colleges (Washington, D.C., January, 1966; Chicago, Illinois, October, 1967) reiterated the "generalists" vs. "specialists" concepts of career education. The conferees at the Annual Meeting of the American Society of Planning Officials (San Francisco, May, 1968) voiced the claims for both sides of opinion.

In actual practice, the local debate has been settled through a process of evolution. Today, both community colleges offer, as an elective choice, a highly technical course in Elementary Statistics, which was a required subject in the early program of studies. Both colleges have indicated in their latest evaluation reports that curricular choices for Urban Development Assistant students should be broad; technical studies should be required only as they are of proven value in meeting actual job requirements.

In both colleges, the curriculum content remains largely as presented in the Summary of Findings of this report. Opportunities for paid field work positions have drawn students to the program and have resulted in year-round employment for many of them. Discussions within the two colleges about alternatives to the summer practicum have not, as yet, culminated in any change in the time period established in the earliest phases of the program.

Most notable among the course content changes in the five-year project period is the condensation of two courses, Urban Planning Drafting (3 semester hours credit) and Graphic Presentation (2 semester hours credit) into one 4 semester hour course in Drafting-Graphics. The annual articulation with students during field work evaluation sessions provided justification for the condensation of the two courses, which were repetitive in content and teaching techniques.

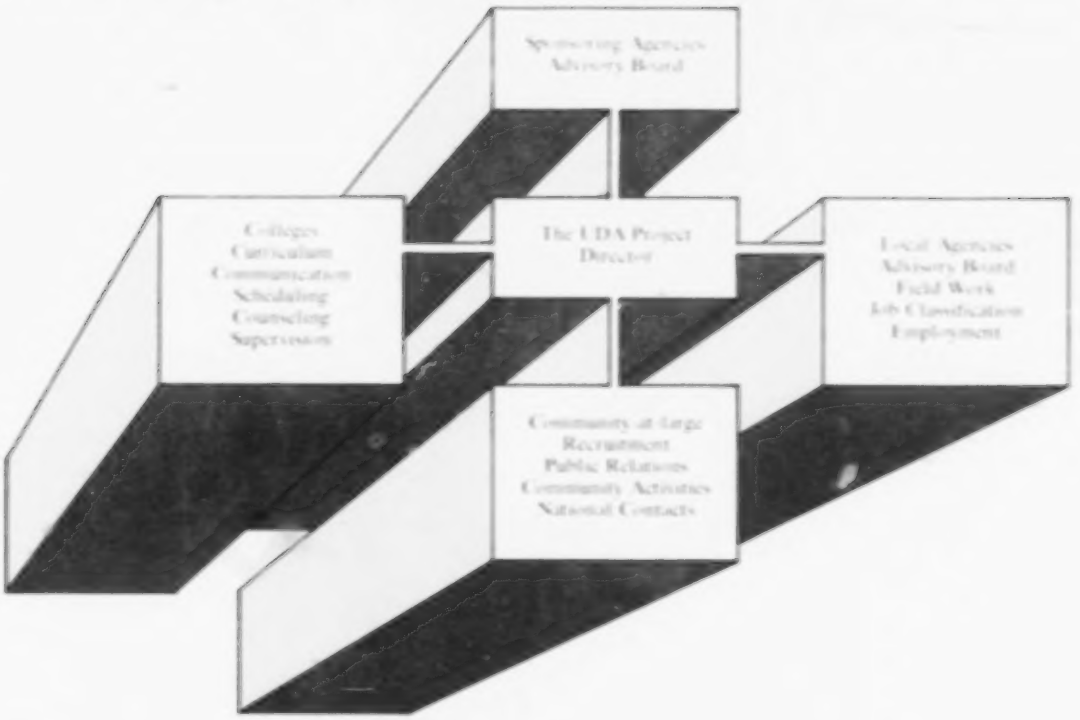
While the basic contents of the original technical courses have remained unchanged, new titles and numbers have been assigned to the specialized UDA subjects. This action was taken in order to prevent what has proved to be an inhibiting factor in a student's choice of courses. With the primary identification of the career program labels, UDA subjects which could have been of real educational value and interest to many students were regarded as of benefit only to the career program candidates. Thus, current guides to the Urban Development Assistant program of studies now list the specialized courses under the more familiar and less self-limiting educational headings of sociology, history and engineering science.

Relationship to the Community-at-Large

As has been illustrated above, the development of a new curriculum and the organization and operation of a career program does not begin and end within one academic year, nor does it emanate solely from the dictates of the professional educators. Many groups and individuals lent their efforts in the preparation of the Urban Development Assistant curriculum and in adapting the course of studies to the changing needs of the profession and to the expectations of the community college students.

Chart I indicates the relationship between the community colleges and those groups which aided in the formulation of a viable educational program.

CHART I. RELATIONSHIP TO LOCAL AND NATIONAL GROUPS



During the first stages of project operation, local planning and development agencies established job classifications, assuring the UDA graduate of an entry-level position for which he could qualify. Throughout the project period, these same agencies accepted UDA student applicants for field work assignments, prepared detailed evaluation reports on each individual student's performance and on the general effectiveness of UDA courses, and, where applicable, offered permanent employment to the career program graduates.

Nationally, the American Institute of Planners and the American Society of Planning Officials promoted discussions of the new program and offered guidance in the operation of the Baltimore-based pilot program. Various AIP chapters supported the initiation of similar two-year career programs in other sections of the country. The Metropolitan Baltimore AIP chapter offered student memberships in the professional society and provided annual tuition scholarships. (See Appendix 2.)

The American Association of Junior Colleges disseminated information about the unique career curriculum and arranged national conferences, with municipal government officers, housing and rehabilitation administrators, planners and educators in attendance. These meetings provided much needed opportunities for the exchange of information and for objective appraisals of the UDA curriculum and program operation.

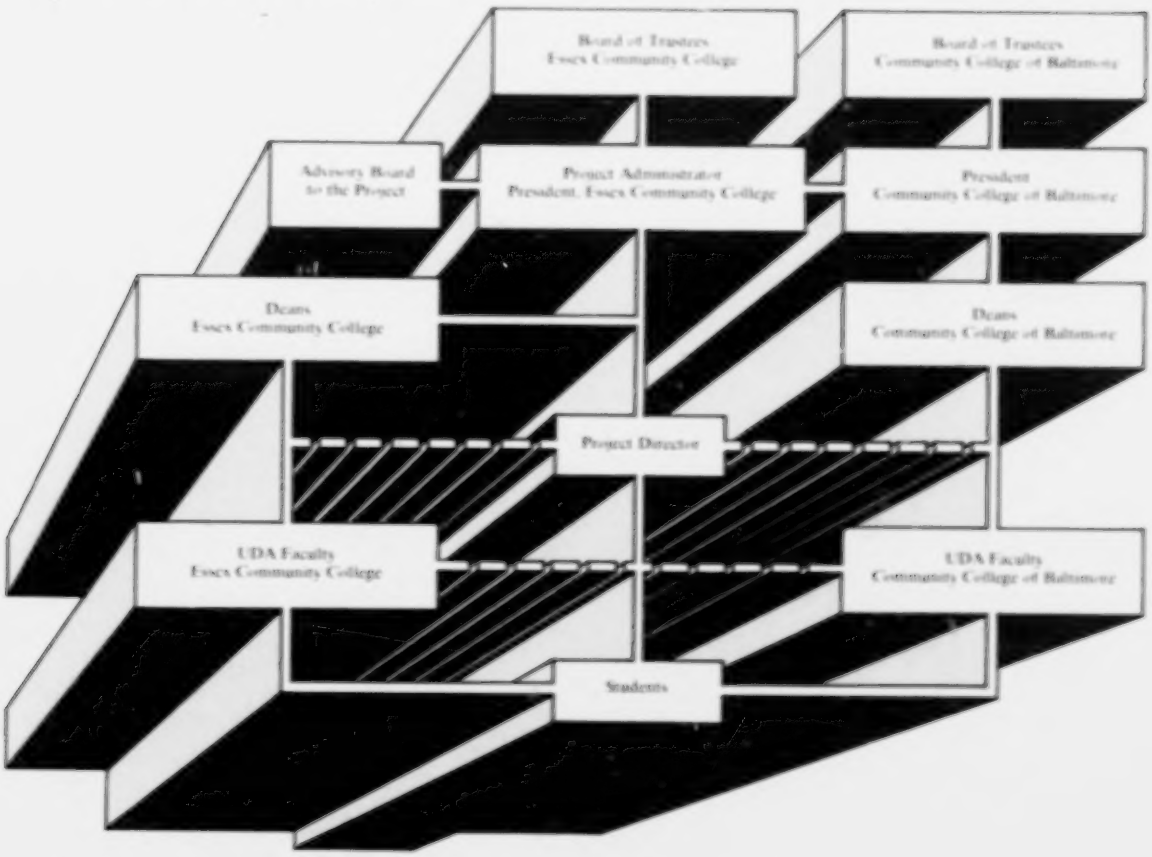
Private enterprise witnessed its interest in, and support of, UDA project activities. The Sears Roebuck Foundation funded two conferences of local community groups; members of the Greater Baltimore Committee gave financial assistance and served as community advisors.

Volunteers from among the ranks of the local urban renewal and planning professions served as guest speakers to students in high school classes and with adults in community improvement associations. Agency staff members supplied additional time in promoting the acceptance of Urban Development Assistant course credits in the transfer of career graduates to four-year colleges and universities. The community-at-large demonstrated its shared belief in the relevance of the basic concepts of the Urban Development Assistant program and its expectation that such a two-year course of studies should be recognized as a valid foundation for additional years of education in local four-year learning institutions.

ADMINISTRATION

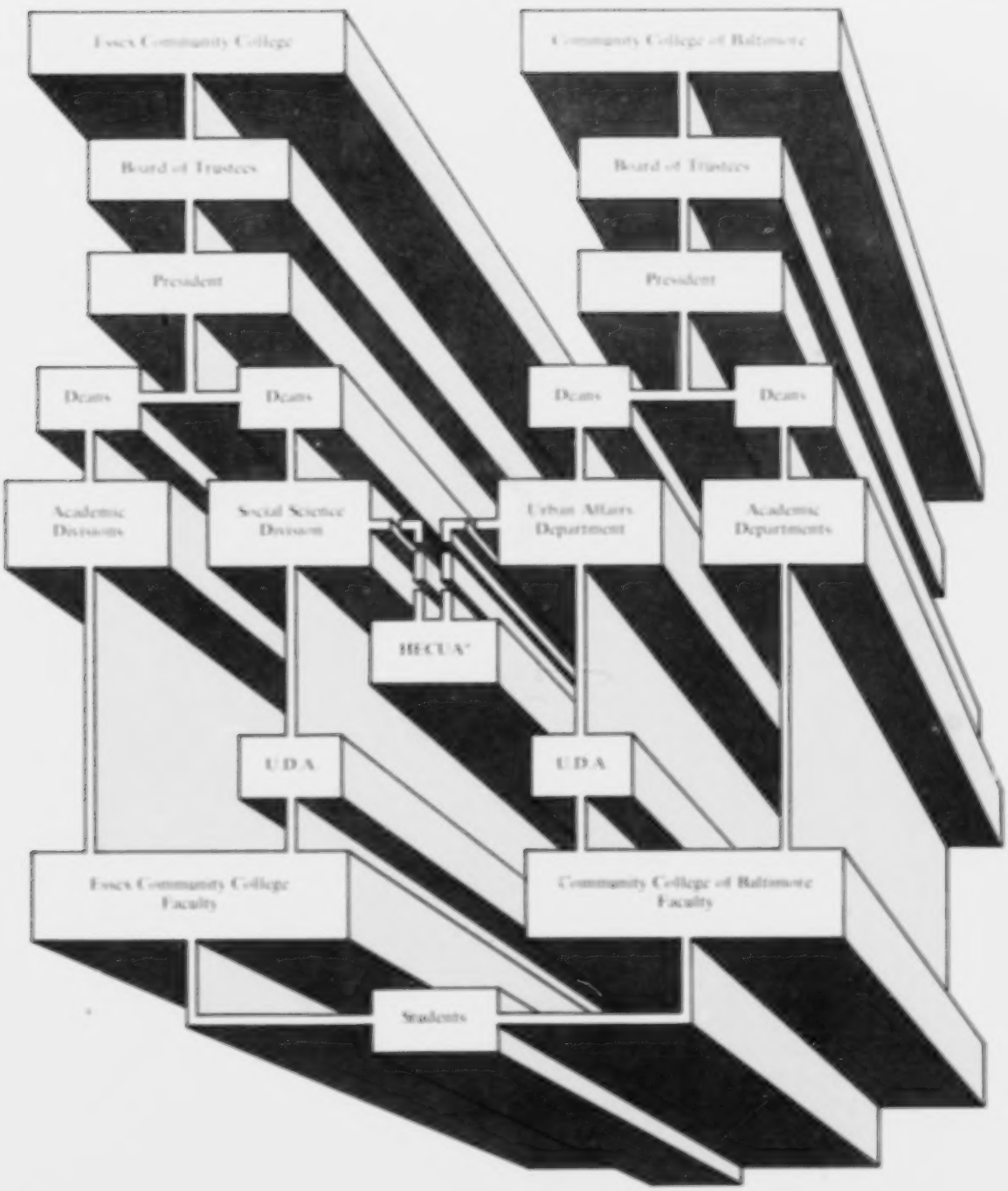
To picture the changes which have occurred during the five years of the demonstration project period, it is helpful to consult the chart of administrative operation prior to May, 1968 (Chart II) and the chart which represents the current administrative organization of the Urban Development Assistant curriculum as a part of the departmental or divisional structure of the respective colleges. (Chart III)

CHART II INTERNAL COLLEGE ORGANIZATION — 1964-1968



The director of the Urban Development Assistant Project acted as the coordinator of both academic and job-oriented interests and activities within the two colleges. In addition, the project director maintained contact with the policy-making Advisory Board, implementing the board members' suggestions and decisions. With the energetic and informed support and active participation of this volunteer advisory panel, the Urban Development Assistant program was directed toward its objectives and guided through the formative stages of its growth. The Advisory Board served to unify, clarify and promote project activities within the two academic centers which were geographically separated by 21 miles of urban and suburban terrain.

CHART III ADMINISTRATIVE ORGANIZATION 1969



*Higher Education Council on Urban Affairs

The present channels of administrative communication are closer in this integrated (departmental or divisional) approach to the process of directing the career education program. It is worth noting that while the lay Urban Development Assistant Advisory Board has been removed from the administrative structure, there is every opportunity for communication between the two colleges through the auspices of the Higher Education Council on Urban Affairs, a volunteer group of educators and community leaders united to work for better urban communities.

OPERATION

Role of Director

As has been pointed out, the present operation of the Urban Development Assistant program represents a step toward coordinating the functions once required of the project director within the instructional divisions of the colleges. From May, 1968 through September, 1969, the project director performed the functions as indicated in the revised Job Description included below:

REVISED JOB DESCRIPTION

JOB TITLE: Director of the Urban Development Assistant Project

To be responsible for coordination, research and reporting, community relations and placement in the Urban Development Assistant Program.

DUTIES: Under supervision of the Chairman of the Social Science Division:

1. Acquaints agency officials, high school counselors and teachers, students, potential employers and others with the scope of the program and solicits their continuing support.
2. Acts as liaison between the College and the community.
3. Recruits students.
4. Coordinates student field work assignments in operating agencies.
5. Places graduates in housing and planning agencies.
6. Maintains a continuing evaluation procedure.
7. Prepares and publishes reports.
8. Promotes the Project and its results in pertinent agencies, organizations and professional societies, both locally and nationally.
9. Engages in public relations activities directly or indirectly related to the Project.
10. Encourages the active participation of the College in public activities involving community development, both physical and social, by serving as liaison between the College and the civic or service organizations.

During the final stages of the demonstration project period, many of the director's staff duties were assimilated by the various offices of the colleges, e.g. job placement, student recruitment and counseling, and the preparation of promotional releases.

Application to Other Educational Institutions

Other educational centers may benefit from the experience of the UDA Project in regard to the necessity for the services of a full-time director during the initial phases of program operation. The early duties of this staff member included the hiring of instructors, purchase of textbooks and drafting supplies, preparation of informational materials, recruitment, counseling and placement of students, scheduling of classes, and evaluation of courses, instructors, textbooks and field work experiences.

Once the operational patterns of the career program have been established, it is then possible to maintain these activities on a part-time schedule. The UDA Project was directed by a full-time staff member during the first three academic years. In the fall of 1967, a part-time director was employed to coordinate the program. By the summer of 1968, both colleges had integrated the career program into the division or department to which it was related, and many of the project director's duties had become the routine functions of the appropriate college offices.

Role of Academic Division Chairman

As the urban development career program became an integral part of the institutional administrative structure, the chairman of the educational division to which it had been assigned took on a more active role in the further development and promotion of the course of studies, both within the college community and beyond the campus. Prior to the administrative reorganization depicted in Chart III, student attitudes toward career curricula had been surveyed and analyzed by academic staff members. It was found that the full potential of career studies was not being realized while the administration and presentation of these programs to the prospective students seemed to imply that the career curricula were somehow unrelated to conventional college courses. Therefore, direct responsibility for the administration of existing career programs was given to the respective chairmen of the academic departments to which the subject matter was most closely allied.

Benefits and Problems of Integrated Operation

No longer solely identified by students or faculty members as a "career program" and therefore separate and distinct from the "transfer" programs offered by the community college, the Urban Development Assistant course of studies has received tangible benefits from the reorganization. The division chairman has the full responsibility for the scheduling of classes, hiring of qualified instructors and dissemination of program information. A full-time faculty member is expected to maintain current records, as well as to teach one or more of the courses. Spokesmen for the UDA program are no longer limited to part-time staff members, interested community leaders and representatives of the various professional groups. A more detailed understanding of the course contents has led to the specialized UDA subjects being offered as elective or required courses in other curricula. The total educational offerings of the colleges have thereby benefited.

Problems encountered in this integrated operational system have stemmed, in the main, from the necessity for making additional demands on the time and energies of the respective administrative, academic and staff personnel. However, this type of difficulty is faced daily in this country's colleges, where the pressures caused by limited education budgets and increased community demands are facts to be reckoned with and obstacles to be overcome.

Since the Urban Development Assistant curriculum is based upon the requirements of a career field which is new to many prospective students, recruitment information and procedures must provide for a full explanation of the planning assistant's role. This type of information is not as essential a part of the recruiting data for more widely known career fields, such as nursing, secretarial work or accounting. Effective UDA career recruitment materials and presentations must be designed to include an accurate job description. In addition, student personnel office staff members and guidance counselors must be fully prepared to describe and discuss the urban development aide's duties and functions and to supply other career information of a very specialized nature.

Contacts for field work assignments and job placement must be maintained on a current basis. All of these procedures which are so very necessary for the successful operation of the Urban Development Assistant program must first be learned and then utilized by the appropriate college personnel.

This period of transition, from the initial administration of the urban development curriculum as a demonstration project to its final assimilation as an operative career program, was a time for confronting these additional challenges to staff members of the two community colleges.

Role of Advisors

At the same time that college staff members were assuming new responsibilities for the operation of the Urban Development Assistant course of studies, the project advisory board was preparing for the termination of its official participation in the program. At its final meeting as the UDA Advisory Board, it was proposed that the two community colleges continue their intercollegiate cooperation and communication on the career program under the auspices of the Higher Education Council on Urban Affairs (HECUA). This local council of community leaders was initiated in the spring of 1965 as a direct result of two area-wide conferences which were planned and implemented by the UDA office and Essex Community College staff members. With its orientation toward improvement of the urban environment and its four years of active experience in the promotion of interest and cooperation within the Baltimore metropolitan area, HECUA was selected in the Fall of 1969, as the group most capable of providing the vital liaison between the Community College of Baltimore, Essex Community College and the community-at-large.

THE STUDENT

Recruitment

Since 1964, when Essex Community College and the Community College of Baltimore first offered the Urban Development Assistant curriculum, the one area of activity in which the Project has met with the smallest success has been in the recruitment of new students to the program. For this reason, it would be well to examine the methods which have been utilized, with a special reference to those activities which proved most fruitful.

As is customary with the introduction of any new curriculum, wide newspaper coverage was given the introduction of the Urban Development Assistant curriculum. In addition, brochures and counseling materials were mailed to all of the local feeder high school counselors. Private interviews were set up with the high school guidance personnel. All of these contacts were kept up on a yearly basis.

In the spring of 1968, teams of professional planners and college students (graduates of the UDA program or those still seeking their Associate in Arts degrees who worked as members of a planning or housing agency), spoke to the members of the senior Social Science classes in the feeder high school area. In the course of the talks to and with over 2000 senior high school students, the UDA speaking teams were able to encourage an interest in the community planning program which has had its residual effects. In the enrollment of Fall, 1969 students, interviews with the entering students have revealed that these visits to the high schools in 1968 formed the basis for their introduction to the Urban Development Assistant program. Students present in the classes relayed the information about the program potential to their friends and acquaintances. Teachers in the Social Science Divisions of the local high schools were able to recommend the Urban Development Assistant program as a college curriculum related to the problems of the cities. To date, the 1968 classroom visits have encouraged the enrollment of 27 full-time students, in Baltimore County alone. (See Appendix 7.)

Since it is not possible to arrange classroom visits on such a large scale on an annual basis, it would seem most feasible to arrange a yearly presentation to the Social Science teachers in the secondary school system of the local college feeder school area (not just the senior high school classes). Because of the residual factor, where one visit to a group of classroom teachers might have a two, three or four year carryover effect in contacting interested students, the number of visits to Social Science teachers might be reduced to a smaller total, as the program matures.

The second most fruitful field of recruitment has been on the college campuses, among the enrolled students. It has been found that the college students are interested in career applications of the learning that they receive in "traditional" or academic subject fields. The students might term this "usable education". Therefore, promotion of the UDA curriculum among the students and college faculty members should be considered of great benefit to the process of student recruitment.

Charts IV and V provide a summary of the total enrollment of students during the five-year project period.

CHART IV ENROLLMENT SUMMARY-ESSEX COMMUNITY COLLEGE-SEPTEMBER 30, 1969

Academic Year	Total-Annual Student Enrollment		Total-Entering Students		Total-Continuing Students		Total-Graduates		Total-Withdrawals	
1964-1965	17	FT-10 PT-7	17	FT-10 PT-7	12	FT-5 PT-7			5	FT-5 PT-0
1965-1966	18	FT-10 PT-8	6	FT-5 PT-1	17	FT-9 PT-8			1	FT-1 PT-0
1966-1967	27	FT-12 PT-15	10	FT-3 PT-7	17	FT-7 PT-10	3	FT-3 PT-0	7	FT-2 PT-5
1967-1968	21	FT-8 PT-13	4	FT-1 PT-3	15	FT-4 PT-11	5	FT-3 PT-2	1	FT-1 PT-0
1968-1969	29	FT-11 PT-18	14	FT-7 PT-7	25	FT-6 PT-19	1	FT-1 PT-0	1	FT-1 PT-0
1969-1970	31	FT-17 PT-14	17	FT-14 PT-3	—		—		—	
Totals to Date:			68	FT-40 PT-28			9	FT-7 PT-2	15	FT-10 PT-5

KEY

Continuing Students - Students remaining in the program through June.

FT - Full-time students (those attempting 12 or more semester hours of work per semester)

PT - Part-time students (those students attempting less than 12 semester hours per semester)

Withdrawals - Students who have *formally* withdrawn from the course, curriculum, or college. This column would not include the number of part-time students who might not enroll in classes every semester, but who will consider themselves as enrolled in the program.

CHART V ENROLLMENT SUMMARY-COMMUNITY COLLEGE OF BALTIMORE-SEPTEMBER 30, 1969

Academic Year	Total-Annual Student Enrollment		Total-Entering Students		Total-Continuing Students		Total-Graduates		Total-Withdrawals	
1964-1965	18	FT-4 PT-14	18	FT-4 PT-14	13	FT-3 PT-10			5	FT-1 PT-4
1965-1966	22	FT-10 PT-12	9	FT-7 PT-2	18	FT-6 PT-12			4	FT-4 PT-0
1966-1967	32	FT-11 PT-21	14	FT-5 PT-9	25	FT-4 PT-21	1	FT-1 PT-0	6	FT-6 PT-0
1967-1968	33	FT-11 PT-22	8	FT-7 PT-1	30	FT-7 PT-23	2	FT-1 PT-1	2	FT-2 PT-0
1968-1969	42	FT-11 PT-31	12	FT-4 PT-8	38	FT-14 PT-24	3	FT-3 PT-0	1	FT-0 PT-1
1969-1970	49	FT-19 PT-30	16	FT-8 PT-8	—		—		—	
Totals to Date:			77	FT-35 PT-42			6	FT-5 PT-1	18	FT-13 PT-5

KEY

Continuing Students - Students remaining in the program through June.

FT - Full-time students (those attempting 12 or more semester hours of work per semester)

PT - Part-time students (those students attempting less than 12 semester hours per semester)

Withdrawals - Students who have *formally* withdrawn from the course, curriculum, or college. This column would not include the number of part-time students who might not enroll in classes every semester, but who will consider themselves as enrolled in the program.

Student Profile

Among the 145 program participants who completed one or more Urban Development Assistant courses were students drawn from widely diversified backgrounds of education, interests and experience. UDA classes included representatives from the current high school graduating classes and matriculating college classes, as well as a number of adults who were re-entering the work force or were seeking in-service training while continuing in their existing planning and/or housing agency jobs. However, it is possible to draw a general profile of the Urban Development Assistant student, as derived from a two-year study of UDA graduates and undergraduates through September, 1969.

Scholastic Interests and Achievement

A predominant interest and accompanying scholastic success in high school social science and language arts subjects was evident among the career program enrollees. Following up on this discovered interest in the social sciences, UDA recruitment teams visited Baltimore County high school classes with favorable results in attracting potential participants in the UDA course of studies. It was in these classes that an understanding of the planning/development process was introduced to students who already had a keen interest in the survival of individuals dwelling in decaying cities and burgeoning suburbs. It was in these "Current Issues in Social Studies" classes that the prospective UDA student could be reached most directly.

A wide range of scholastic achievement levels among the entering urban career students was recorded in the above-mentioned study of UDA enrollees. Three-quarters of the UDA students ranked as average or slightly below average in academic performance, when compared to the achievements of their fellow high school graduates. Were it not for the aptly named "Open Door Policy" of today's community colleges, one-half of the Urban Development Assistant students might not have been granted the opportunity to attempt college-level studies; low academic standings would have, in all likelihood, eliminated their chances of acceptance in today's crowded four-year colleges.

Job Experience

A majority of the community college students who enrolled in the Urban Development Assistant curriculum found it necessary to hold a part-time or full-time job while they pursued their studies. As an example of the high percentage of UDA students who were employed while attending college, 14 of the 15 UDA graduates held jobs during their two year college careers. Of these same graduates, 9 had held part-time jobs while they were still in high school; all of the graduates were permanently employed after they had earned their Associate in Arts degrees.

Predominance of Male Students

Male students were attracted to the career program in larger numbers than female students. The ratio of male to female enrollees in the Urban Development Assistant course of studies was roughly 6 to 1. This may have been due to the required Urban Planning Drafting/Graphics courses. The teaching of these skills has been limited traditionally to male classes at the high school level. After it was discovered by the UDA staff that this was an inhibiting factor on the selection of the UDA program by females, these specialized subjects were discussed with prospective students with emphasis placed on the highly successful performance of previous female UDA students and a higher enrollment of women resulted.

Profile of Graduates

Chart VI provides an opportunity to examine a more detailed profile of the 15 graduates of the Urban Development Assistant curriculum. It may be noted that the general profile summarized above is borne out in the specific data depicted on the Chart.

CHART VI STUDY OF GRADUATES - 1967 - 1969
Total Number - 15 graduates

Sex - Female - 2
Male - 13

Course Load - Full-time - 13
Part-time - 2

Years of Graduation - 1967 - 3 graduates
1968 - 8 graduates
1969 - 4 graduates

Prior to Graduation

Married - 3
Employed* - 14
Eligible for military service - 12
Academically dismissed - 1
Placed in field work assignment - 11
Living in parental home - 13
Required financial aid - 2
Served military duty - 2
Received scholastic award - 3

After Graduation

Employed in planning and or housing agency - 15 — Full-time - 5 — Part-time - 10
Employed by field work agency - 8

Salary level for those employed - $5,000-$6,000 - 6 — $6,000-$7,000 - 4 — Over $7,000 - 5
Employed at Planning Assistant entry level - 11
Employed below Planning Assistant entry level - 1
Employed above Planning Assistant entry level - 3

Graduated with honors - 2

Transferred to four-year college - 13
Academically dismissed from four-year college - 1
Granted degree from four-year college - 1
Continuing for post-graduate study - 1

*Full or part-time, other than field work.

Financial Aid

Entering students in the Urban Development Assistant program have received no specific educational assistance funds (beyond those available to any college freshman). However, after the student has attended either college for the period of one year, there are awards which provide partial tuition assistance for promising and deserving UDA students. (See Appendix 2.)

By eliminating the entering student from the possible benefits of this financial aid, the colleges may be discriminating against the disadvantaged member of society. If it were possible to do so, it might be helpful (in the presentation of any tuition assistance) to widen the scope of the awards and include entering students. This broadening of the reach of assistance funds would, of course, be dependent upon the group or individual providing the funds and subject to any restrictions imposed by them.

Field Work Experience

Students returning from the opportunity to put their learning to use in a field work assignment, during the summer between their first and second years of academic work, have been the strongest advocates of this work-study pattern.

No academic credit is assigned to the field work experience at Essex Community College or the Community College of Baltimore, but the students are paid a temporary employee's wage (approximately $2.35 per hour, depending on the hiring agency) for their average 37-hour work week.

At the end of the summer employment period, the student is in no doubt if he has chosen the correct field for his career. In addition, he begins to apply the subject matter of the courses

offered him in the second academic year to the job situation in which he has just served. Indeed, he is the most valuable critic of the course content of his first college year and through his work experience can relate his second year's work in the college to its utility on the job. He becomes, thereby, a more discerning student, better able to relate theory to reality.

As a result of a study of the second year academic achievement records of the Urban Development Assistant students returning from the exposure to job reality, it has become evident that the academic success of the student has increased significantly. In comparison to his academic achievement in the first year of college, the sophomore student, on an average, has raised his grades a full step, if not higher.

As an example of this academic "success story," there is the case of one part-time student who had received only grades of "D" and "F" in his freshman Urban Development Assistant courses and the general education courses which he attempted. Following the student's assignment to a full-time job on a planning agency staff (of which he is still a member), this student's grades rose to "B" and "C." Though this is a dramatic change in academic achievement, it only serves to highlight the possibility of "rescuing" an academically poor achiever with a practical experience in the application of his learning. As is done in the Urban Development Assistant program, an employer evaluation of this work experience should be considered essential. (See Appendix 5a.)

It would be well to note that summer field work placement should be started in January or February preceding the summer of employment. As more and more college and university students become aware of the job potential in the planning, housing and allied career fields, there have been increasing numbers of applications for summer work received from four-year college students. Therefore, a firm commitment for summer placement should be obtained as early as possible in the Spring Semester.

The effects of this summer field work are summarized in Part IV of this report.

Occupational Outlook

In a 21-month period (October, 1967-June, 1969), salaries for planning assistants have been increased by as much as $1,000 at some levels for employees of planning and housing agencies in the Baltimore Metropolitan Area. The average salary increase for a 2-year program graduate in the urban-oriented career fields has been $400.00. Three public agencies in the Baltimore Metropolitan Area which offer planning assistant or comparable ratings are the State of Maryland, the City of Baltimore, and Baltimore County.

In the 21-month period cited, the remuneration for a two-year college graduate with a specialization in the career field has risen as follows:

	October, 1967	June, 1969
State of Maryland	$5,386-$7,075	$5,871-$7,715
Baltimore City	$6,025-$7,610	$6,402-$8,085
Baltimore County	$5,354-$6,314	$5,668-$7,202

As a point of comparison, the latest available salary figures for a graduate (at an equal educational level) in Pinellas County, Florida, are $5,012 - $6,406.

In the Baltimore Metropolitan area, 62 permanent employees of urban development agencies have prepared for their chosen careers or enhanced their opportunities for advancement by participating in the Urban Development Assistant program at the Community College of Baltimore or at Essex Community College. These UDA students and graduates have proven to be the most able ambassadors in recruiting new candidates to the career program.

Continuation of College Studies

Among the graduates of the urban development program, there has been a decided trend toward entering four-year colleges. Chart VI shows that 13 of the 15 Urban Development Assistant graduates elected to continue their education; when they first entered the community colleges, only 6 of the group of 15 students were planning to earn a Bachelor's degree. Following their work experience, 7 of the degree candidates reset their academic goals to include two additional years of learning. Thus, the expectations and desires of the UDA students added a new dimension to the development of the Urban Development Assistant curriculum.

EVALUATION

Methods of Appraisal

In any program where an attempt is made to resolve an existing need through an innovative or untested approach, the twin processes of evaluation and adaptation must precede meaningful growth. Facets of the Urban Development Assistant Project have been appraised, modified and retested throughout the five academic years of the demonstration project.

All criticisms, comments and suggestions for modification of the UDA program of studies were channeled through the Urban Development Assistant Advisory Board. This panel of community volunteers met on a bi-monthly schedule to discuss the periodic progress reports prepared by the project director. The duties of the project director, the practicality of administrative techniques, the quality and effectiveness of technical instruction and the practice of intercollegiate coordination and cooperation were among the topics which received the continuing attention of the board members. Far from serving as a mere advice-giving group, the members of the UDA Advisory Board formed a steering committee; each board meeting was an evaluation session.

Annual reports on the enrollment in all career programs offered by the two community colleges were provided by the respective administrative offices. These statistical summaries served to pinpoint the readily discernible need for new recruitment techniques in seeking Urban Development Assistant students. Periodic meetings between the project director and UDA technical faculty members, all of whom were urban development professionals, resulted in both operational and curricular changes in the UDA program. In counseling sessions with UDA students, an assessment was made of course content and the usefulness of the information gained during the academic year. Weekly evaluation meetings were held during the three months of the field work experience; both employers and student interns voiced their opinions on the relevance of instructional methods and materials. At the end of the intern period, each employer submitted a written summary of the achievements of the individual student(s) with whom he had been in close contact. In addition to the critiques of the Urban Development Assistant program received from these local sources, responses gained from national conferences, cited earlier in this report, provided both comprehensive and objective analyses of the progress of the career education project.

The Project Goals

At periodic intervals, the record of UDA project activities was examined to determine if its stated objectives remained valid and if these aims were being met. Was there a continuing need for an associate degree curriculum for urban development aides? Was the Urban Development Assistant student or graduate able to achieve a measurable degree of success comparable to the extent of his career preparation? Was the employer satisfied with the quality and the amount of work performed? Was the UDA degree candidate or graduate assigned to meaningful tasks, for which his college studies had laid a sound basis?

The answers to these questions concerning UDA project goals were provided both in written reports forwarded to the Urban Development Assistant Office and in the actions of the supervisors in the various hiring agencies.

As to the need for trained urban development support personnel, the agency supervisors continued to provide summer field work employment and, more often than not, year-round employment for those summer interns who were working their way through college. In addition, the employers of UDA students arranged work schedules so that the full-time students could attend daytime classes at the community colleges. Where permanent employees of planning and housing agencies expressed a desire to enroll in the UDA program, these in-service students received the encouragement of supervisory personnel and the added benefits of either partial or total tuition payments made by the employing agencies. It was evident that urban development aides were serving as productive employees and that their employers were eager to retain them as staff members. Equally as important, it was clear that the employers considered that participation in the Urban Development Assistant course of studies could be beneficial as in-service training for agency staff members.

Responses from evaluation questionnaires sent to the supervisors of UDA graduates and undergraduates (See Appendix 5a, 5b.) showed that the two year college program was considered to be an effective educational base from which a Planning Assistant could perform the entry-level duties assigned to him. The majority of graduates and undergraduates who had worked in urban development agencies expressed the opinion that the UDA curriculum had provided adequate preparation for their jobs.

In sum, the Urban Development Assistant demonstration project has achieved its primary goal of developing and implementing a two-year, post-high school curricular program to prepare urban development aides for the successful performance of their assigned duties. As the UDA project period drew to a close, there were two significant areas in which improvement was needed in order to be even more effective in fulfilling this stated goal: a larger number of female degree candidates should be attracted to the career program and there should be a continued effort to inform the general public of the scope and potential of urban development careers. Given the tools and techniques formulated and tested during the latter part of the UDA project period, the respective administrative offices of the two community colleges should be in a favorable position to perform these functions.

Program Operation

For the first three years of its operation, the Urban Development Assistant project was administered as a curricular program with almost total autonomy within the academic structure of the two community colleges. In the months following May of 1968, the career program was gradually integrated into the Social Science Division at Essex Community College and the Department of Urban Affairs at the Community College of Baltimore. This assimilation of the UDA program has provided an opportunity for more complete realization of the project objectives.

Full-time academic staff members now have direct and continuous contact with and control of the curricular program. The chairmen of the academic departments have met with their colleagues in four-year colleges and have obtained agreement on the transferral of UDA course credits to these four-year learning centers, thus erasing the stigma of a terminal or "dead end" label from being applied to the Urban Development Assistant curriculum. Prospective students have thereby been satisfied that the UDA course of studies provides the educational mobility that many of the degree candidates so desire. Better techniques for student recruitment have been developed and utilized, so that by the fall of 1969 the number of entering urban development career students had increased to a level comparable to other career program enrollments.

With a unique career curriculum under their direct supervision, the academic division chairmen and administrative staff members must shoulder added responsibilities in order to maintain an efficient operation of the UDA program. The weight of these additional duties cannot be minimized; in order to continue its present growth trend, the Urban Development Assistant program must receive the advocacy, continuing attention and full support of the designated community college staff members.

The Career Curriculum

In preparing his doctoral dissertation, Moses S. Koch sought answers to questions pertaining to the content of the junior college courses which would be required in order to offer a viable urban development career curriculum. An analysis of the responses received from professionals in the urban planning and development field formed the nucleus of the Urban Development Assistant curriculum. The basic components of this original course of studies remain unchanged. The only modifications in the UDA curriculum have been made in the methods of presenting the technical information and skills and in selecting complementary general education courses and elective subjects which have been found to be of most benefit to the degree candidate.

Basic Concepts and Skills

Employers, undergraduates and graduates, as well as the technical instructors have agreed that certain basic concepts must be included in the Urban Development Assistant curriculum. In order to provide a theoretical foundation for his chosen career, it was found that the career

student must be acquainted with the history and goals of the city planning and development profession. In addition, the UDA student must be equipped with a knowledge of the political, economic, and social stimuli which affect the growth of a community. To round out his theoretical background, it was determined that the urban development degree candidate was benefited by a study of group dynamics and the effects of one group's interaction with another. Two courses, the Survey of Planning and the Community and its Organizations, were created to supply these basic concepts. Throughout the five-year project period, these courses have been required of every UDA degree candidate.

The technical skills which were found to be essential to the entry-level urban development aide were a knowledge and practice in drafting and graphic presentation and a familiarity with the fundamentals of design. Some of the entering students had been able to complete an elementary drafting course in high school, in which case, the drafting requirements were waived upon the approval of the course instructor. Aside from these career specializations, the students and employers emphasized a need for acceptable skills in written and oral expression. Since the urban development aide would be expected to communicate his findings to the general public in reports, speeches, letters and telephone conversations, the values of a Public Speaking course and a Technical Writing course were reiterated during every curriculum evaluation discussion.

During the third year of the career program, a new request for skill development was received. Since most agency offices were dependent on data-storing equipment, it became necessary to add an introductory course in Data Processing to the list of suggested electives. Thus, changing office techniques dictated the need for the inclusion of an additional course in the career preparation of urban development aides.

Adaptation to Community Needs

The curricular base for the UDA career program was proposed in a doctoral thesis presented in 1961. Three years later, the program testing began, with the first enrollment of Urban Development Assistant students in 1964. A reorganization of the basic information to be imparted to the student took place in the years between 1964 and 1969. As has been shown, changes were made to suit the needs of the students and the agencies within the Baltimore metropolitan area.

Another test of the curriculum was in its degree of adaptability to meet the requirements of other communities in this country and abroad. Information on the initiation of the curriculum was made known to the readers of the journal of the American Association of Junior Colleges and of various publications of the professional planning and housing groups. When it became generally known that the pilot project was under way, requests were received for information on all phases of the UDA program. In separate requests, 123 universities, colleges and junior colleges asked for facts on the curriculum, the job specifications and the operative methods developed by the career education project. By September of 1969, 22 community colleges in the United States and one in Canada had established similar urban career programs. No two of the aide-level curricula were identical; all of the study programs had been adapted to serve the local communities in which they were offered. It was apparent that the Urban Development Assistant curriculum had provided a useful pattern for these subsequent educational offerings.

Benefits of Summer Field Work

For years, educators have discussed among themselves the proven and the theoretical benefits to be derived from a work-study program. Some of these discussions involved questions about the most practical scheduling of the on-the-job training and the classroom lectures.

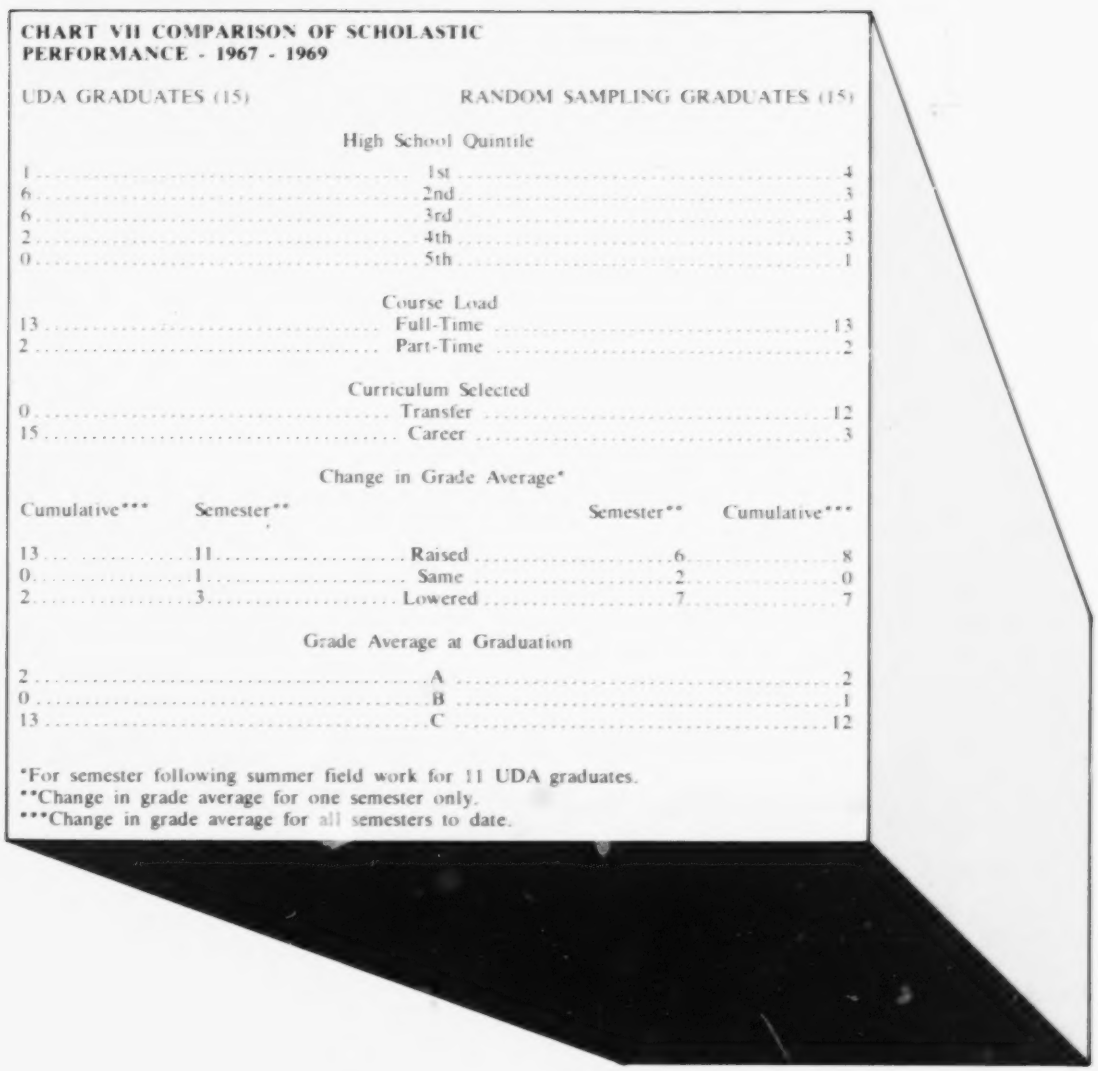
Other educational leaders argued the merits of awarding scholastic credit for the work experience versus the benefits of paying a wage to the student intern. It was decided that the Urban Development Assistant student be placed in a 3-month, paid field work assignment during the summer months following his first year of college studies. A written summary of his duties and an assessment of the quality of his work were to form a part of his college records.

In order to determine what effect his work experience might have on his scholastic performance during the second college year, the achievement record of the 15 Urban Development Assistant graduates was compared with a random sampling of graduates who had earned their Associate in Arts degrees during the same years as the career program graduates. The findings of this study are summarized on Chart VII.

CHART VII COMPARISON OF SCHOLASTIC PERFORMANCE - 1967 - 1969

UDA GRADUATES (15)		RANDOM SAMPLING GRADUATES (15)
	High School Quintile	
1	1st	4
6	2nd	3
6	3rd	4
2	4th	3
0	5th	1
	Course Load	
13	Full-Time	13
2	Part-Time	2
	Curriculum Selected	
0	Transfer	12
15	Career	3
	Change in Grade Average*	
Cumulative*** / Semester**		Semester** / Cumulative***
13 / 11	Raised	6 / 8
0 / 1	Same	2 / 0
2 / 3	Lowered	7 / 7
	Grade Average at Graduation	
2	A	2
0	B	1
13	C	12

*For semester following summer field work for 11 UDA graduates.
**Change in grade average for one semester only.
***Change in grade average for all semesters to date.



Unresolved Curricular Needs

Though the content of the technical courses (See Appendix 6a-6d.) has provided a valid and usable educational base, there is a need for textbooks which are specifically geared to the requirements of the Urban Development Assistant curriculum. Most of the assigned readings for the course of studies were made available through the community college libraries. However, for the most effective teaching of such specialized subjects, it would be preferable to have a textbook geared to the needs of the undergraduate student.

A need which emerged during the final years of the project period was not anticipated in the earlier plans. As more graduates of the community colleges received their Associate in Arts degrees, they urged college personnel to aid them in their desire to enter four-year colleges in the immediate locale. In 1964, there were no local colleges or universities which were prepared to follow up with urban study curricula to complement the UDA courses. By 1969, there were several educational centers which were prepared to accept credits for specialized courses and to offer the Urban Development Assistant graduate an opportunity to continue his college education in his chosen field or in a closely allied field. This represents measurable progress in intercollegiate cooperation, but it is an area of program operation which will require the continued efforts of community college administrative and academic staff members.

The Career Student

In evaluating the success of any undertaking which involves the performance of an individual, the human variables must be taken into account and compared to a realistic standard of performance. In the case of the Urban Development Assistant student, the job standards were set and the student's activities were judged by the employers; the academic standards were established and the student's achievement was assessed by the college personnel.

At the same time, the student was checking his own progress and satisfaction in both his professional and his academic accomplishments.

Professional Growth

The employer expressed his satisfaction with the concepts of the educational program and the performance of individual UDA students. Not only did the hiring agencies provide field work employment during the summer months, but a majority of the students were retained as employees during their second academic year. In addition, as the supervisors became more familiar with the capabilities of each individual student, it was possible to provide him with even more challenging duties than those listed in the job descriptions for a Planning Assistant. (See Appendix 4a-4c.) By the time that the degree candidates had received their diplomas, it was entirely possible that they had served as part-time planning aides for a full year and their assigned tasks required the assumption of more responsibilities. Some examples of the more challenging duties are: handling and recording of subdivision requests; preparing and recording project cost estimates; preparation of correspondence concerning general highway planning; marketing research; preparation of computer program formats; photo interpretation; zoning analysis and recommendations for changes; and supervision of a seven-man drafting team. These are but a few of the types of responsible tasks which were assigned to the career students. Heightened interest in his job and a desire for even more demanding assignments marked the student's attitude following this year of on-the-job experience.

Scholastic Improvement

It has been seen in the summary of the scholastic performance depicted on Chart VII, that the assigned field work (and continued employment for a majority of the summer interns) produced a pronounced change for the better in the grades of those who had the benefit of on-the-job training. During the second academic year, it was possible to apply practical experience to the subject matter offered in the UDA courses. It is equally significant to note, that for those graduates recorded in the random sampling who had not had an opportunity for field work, there was a rise in grades following the 3-month summer vacation for only 6 students, as compared to 11 UDA students who improved. Roughly twice as many urban development degree candidates were more successful scholastically.

Resetting Academic Goals

It is evident from the actions and attitudes of both the supervisors and the UDA students whom they employed, that the twin incentives of increased responsibilities and improved grades were an encouragement to the urban career student to reset his academic sights to include two more years of college studies. In a career field where it is quite common for the professional staff members to have earned both a bachelor and master's degrees, the planning aide might be considered realistic to seek further education. It is not surprising to find that some of the career graduates were not satisfied to continue in the more elementary tasks, once they had observed the more demanding role of the professional planning and development agency staff members. It was as a result of these graduates and undergraduates that the Urban Development Assistant program was required to adjust its earlier goals to meet the challenge of student expectations.

PART V / CONCLUSIONS & RECOMMENDATIONS

The Urban Development Assistant Project has completed five academic years of operation and from the experience gained during this period the following conclusions and recommendations are drawn:

1. Continued inter-group articulation has proven essential to the progress of this career-education program.

   Strong channels of communication should be maintained with members of the professional field, with fellow educators, and with present and prospective community college students. The Advisory Board has provided an excellent opportunity for the exchange of ideas and for informed decision-making. The Higher Education Council on Urban Affairs offers opportunities for contact with educators of both two-year and four-year colleges and the College can meet with the professional planner at this gathering place or in the professional society meetings to which the urban planners have offered the educators a warm welcome. Visits to the high school social science classes have served to improve relations between the College and its feeder schools and have encouraged increased student enrollments.

2. The content of a curricular program for such a broad and dynamic career field should be geared to meet changing employer-needs and the several levels of student expectations.

   The urban planning profession and those participating in it are not locked in place, but are consistently asked to perform an increasing number of duties within the urban society. The modification of job descriptions in the employing agencies and the creation of new job opportunities within the career field necessitate an alert response from the educators.

   The majority of the graduates of this career program have sought further education in four-year colleges. Curriculum planners should allow for the widest possible latitude in options for the career program graduate.

3. Professionals in the urban planning field have aided, and should continue to aid, the educators in putting the planning career potential before the general public.

   As an emerging profession, urban planning must be recognized and understood by larger segments of the community in order to attract greater numbers of capable and enthusiastic career degree candidates. The local chapters of professional societies may take a leading role in identifying the goals of the urban planner, as they have done in the Greater Baltimore Area.

4. The administrator of the career program should be in full contact with members of both the academic and technical faculties and have ready access to other administrative personnel of the College.

   A program of career education is an amalgam of technical and general education. The career program can best serve the student, the employer and the community when it operates as an integral part of the total instructional program of the college.

5. At present, technical courses in both colleges are offered only during the evening sessions and there is a resultant feeling of isolation inherent in this situation.

   Scheduling is awkward and discouraging for the full-time students who attend day classes and must then remain at, or return to, the College for evening sessions. The technical faculty members, usually planning agency employees, may spend only the few hours during class time on the campus and usually find it impossible to attend college meetings scheduled during their workday.

   When the College must schedule courses exclusively during evening classes, a determined effort should be made to include part-time instructors and the students attending their classes in the observance of traditional events and campus activities.

6. The great value of work experience associated with classroom learning in a career curriculum has been attested to by the educators, the employers and the students associated with this career education program and it is recommended that an opportunity for field work be included, whenever feasible, in the planning for similar educational programs in other communities.

   In addition to providing the students with a practical framework for their academic studies, it has been found that all of the students were able to earn sufficient funds during their period of employment in the agencies, to finance the second year of their college studies. As a result of the on-the-job observation of field work employees, the professional planners have been better able to define the role of the Planning Assistant. Employer evaluations of the student interns serving in field work assignments have enabled the educators to assess the effectiveness of course offerings and to make the indicated corrections in the instructional program.

7. Locally and nationally, the Urban Development Assistant Project has had an opportunity to create a greater awareness of, and to propose an educational response to, the needs of the city. Professional planners and educators throughout the United States have recognized the concept of an associate degree program for the preparation of urban development aides as a realistic response to the needs of community planning and development agencies and, therefore, as a long-term investment in the nationwide effort to improve the quality of life in urban and suburban America.

THE URBAN DEVELOPMENT ASSISTANT PROJECT has designed, operated and evaluated a career-education curriculum for the training of assistants to professional urban planning and renewal personnel. To date, 62 employees of 15 planning and development agencies in the Baltimore region have received career training through the Urban Development Assistant course of studies.

At the conclusion of the demonstration project period, the Urban Development Assistant curriculum has been integrated into the departmental structures of the Community College of Baltimore and Essex Community College. The curricular program will continue in operation in these colleges as long as there is a community demand for support personnel to staff the urban planning agencies in this area and an active interest on the part of community college students who wish to serve in the urban development career field.

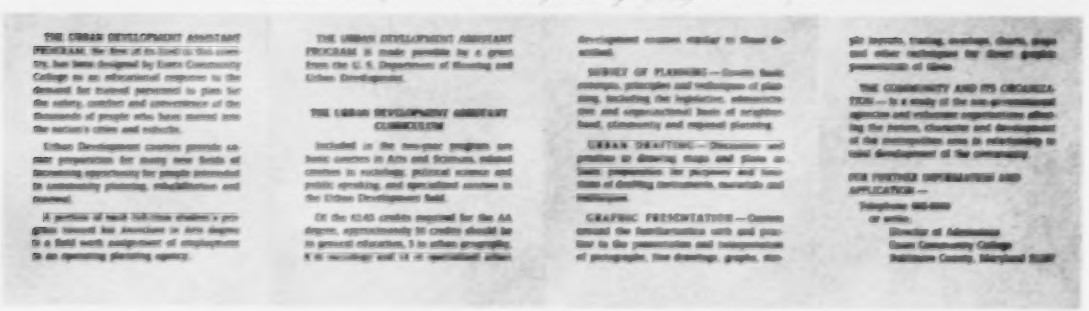
In view of these findings, it is judged that THE URBAN DEVELOPMENT ASSISTANT PROJECT has effectively achieved its stated objectives.

1. Urban Development Assistant Project Revised brochure.
2. UDA Awards
3. Career Opportunities Open to Graduates
4. Job Descriptions
   a. Baltimore City
   b. Baltimore County
   c. State of Maryland
5. Evaluation Questionnaires
   a. Field work
   b. Graduates
6. Suggested Course Outlines, Textbooks and Classroom Supplies
   a. Survey of Planning Course
   b. Urban Planning Drafting
   c. The Community and its Organizations
   d. Graphic Presentation
7. Newspaper Articles

APPENDIX

REVISED UDA INFORMATION BROCHURE - 1968

This updated Urban Development Assistant career folder was prepared in 1968 for distribution to prospective Essex Community College students and to local and national planning and housing agencies, high schools and colleges, and community groups.



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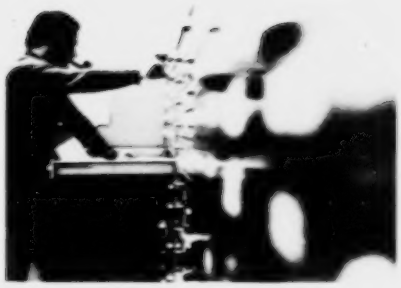


THE ARTHUR McVOY MEMORIAL AWARD

To be awarded each year to the most promising student in the Urban Development Assistant Program at either Essex Community College or the Community College of Baltimore by the Baltimore Chapter of the American Institute of Planners.

The award shall consist of a minimum amount of $100, which shall be credited directly to the recipient's tuition account by his school.

The recipient of the award shall be chosen each spring by the UDA faculty, from among those first year, full-time students in both Colleges who appear to be the most promising, subject to the approval of the Deans of the Colleges.

LESLIE H. GRAEF AWARD

Awarded annually to a student in the Urban Development Assistant program in honor of Mr. Graef, the Deputy Director for the Baltimore County Office of Planning and Zoning, for his contribution to the program.

The award consists of a $50.00 scholarship, payable in two semester installments, credited to the recipient's tuition at Essex Community College.

The recipient is selected by the U.D.A. faculty and director. Both full-time and part-time U.D.A. students are eligible.

FRANZ J. VIDOR AWARD

Awarded annually to a student in the Urban Development Assistant program in honor of Mr. Vidor, the Director of Planning for the Baltimore City Department of Housing and Community Development, for his contribution to the program.

The award consists of a $50.00 scholarship, payable in two semester installments, credited to the recipient's tuition at the Community College of Baltimore.

The recipient is selected by the U.D.A. faculty and director. Both full-time and part-time U.D.A. students are eligible.

URBAN DEVELOPMENT ASSISTANT PROGRAM

Career Opportunities Open to Graduates

Planning, Urban Development, and Urban Renewal

Assistant Planning Analyst
Draftsman or Designer
Public Administration Aide
Technical Writer
Planning Assistant
Research Assistant

Public Housing

Housing Inspector
Tenant Area Coordinator
Area Project Aide

Real Estate, Property Administration, Private Commercial and Industrial Development

Property Management Assistant
Shopping Center Management Assistant
Field Executive Assistant in Property Construction and Development

Public Development (State and Local)

Assistant in:
Industrial Development Commissions
Conservation of Natural Resources
Parks Administration
Water Resources Control

Public Works, Health, Protective Services

Assistant to Professionals in :
Traffic Control
Highway and Roads Commissions
Public Utilities
Police, Fire, and Health Departments

Community Activities and Human Relations Activities

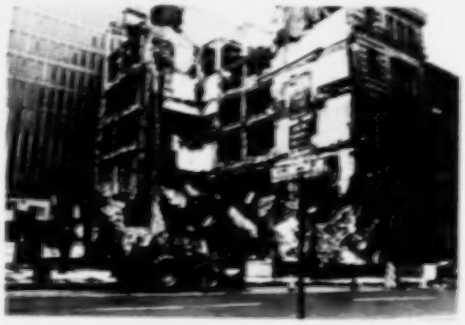
Assistant to:
Directors of Recreation Councils
Race Relation Organizations
Welfare Agencies
Planning & Housing Associations
PTA Councils

Administrative Control

Property Control Clerk in Urban Renewal Agency
Maintenance Control Clerk
Statistical Clerk
Administrative Secretary
Editorial Secretary
Personnel Assistant

Non-Profit Organizations

Administrative Assistant in:
Improvement Associations
Philanthropic Organizations
Civic and Service Groups
Fund-Raising Groups
Political Organizations
Historical Societies
Labor Unions
Religious Groups
Political Action Groups



CIVIL SERVICE
COMMISSION OF BALTIMORE

CLASS TITLE:

PLANNING ASSISTANT

Minimum Qualifications: Graduation from a junior or community college of recognized standing with specialization in urban development.

Examples of Duties:

Assisting in collecting and compiling planning data;

Making statistical computations;

Conducting field or office land use surveys;

Preparing maps, drawings, sketches, and plans of land use, public facilities, streets, and expressways;

Constructing models and relief maps;

Preparing graphic presentations of statistical data, including maps, charts, graphs and tables;

Assisting in the writing of technical reports.

PLANNING ASSOCIATE

Minimum Qualifications: Graduation from a university or college of recognized standing with a degree in city or regional planning, architecture, or landscape architecture, or urban studies;

or

Graduation from a junior or community college of recognized standing with specialization in urban development and two years of experience in city planning work.

Examples of Duties:

Assisting in preparing planning studies on various economic, social and population factors;

Compiling source material from maps and field visits;

Applying statistical or other technical methods to historical data to derive predictions and estimates;

Analyzing and verifying data;

Preparing maps, drawings, sketches, and plans of land use, public facilities, streets, and expressways;

Making planning studies and writing reports on specifically assigned problems.

BALTIMORE COUNTY
OFFICE OF PERSONNEL

CLASS TITLE:

PLANNING ASSISTANT II

Minimum Qualifications: Graduation from a recognized high school and two years of experience in sub-professional planning or a closely related field;

or

Equivalent combination of training and experience. (Undergraduate work in college or university of recognized standing may be substituted for experience on a year for year basis.)

Examples of Duties:

Compiling data for use in planning studies;

Preparing plans or sketches of planning studies, legal descriptions, and assessment records;

Preparing charts and tabular reports;

Making field or office land use surveys;

Making perspective illustrations;

Assisting in reviewing and revising plans for subdivisions and building;

Preparing base maps.

PLANNING ASSISTANT I

Minimum Qualifications: Graduation from a university or college of recognized standing preferably with orientation toward the field of planning;

or

Graduation from a recognized high school and four years of experience in sub-professional planning or in a closely related field

or

Equivalent combination of training and experience.

Examples of duties:

Collecting various data from County planners, compiling the data and using it to prepare graphic exhibits of the information, such as maps and charts;

Assisting in preparing detailed studies on population, land use, highways, zoning, subdivisions, public facilities and site planning;

Reviewing and revising plans for subdivision and building;

Developing statistical data for use in planning studies;

Recommending solutions for project planning problems;

Supervising subordinate personnel engaged in planning studies or map work.

AP. 44 & 48

COMMISSIONER OF PERSONNEL
OF THE STATE OF MARYLAND

CLASS TITLE:

PLANNING ASSISTANT I

Minimum Qualifications: Graduation from an accredited junior or community college with specialization in urban planning or development

or

Graduation from an accredited junior or community college, without specialization, plus one year of recent experience in drafting, illustrating, commercial art, personnel and budgeting, technical writing, public relations, photographic interpretation, cartography, programming, systems analysis, community organization, or subprofessional engineering.

or

Graduation from a standard high school and three years of experience in any of the above fields.

PLANNING ASSISTANT II

Minimum Qualifications: Graduation from an accredited junior or community college with specialization in urban planning and development and three years of related experience or two years of planning experience.

or

Completion of 60 semester credits in an accredited college or university and five years of related experience or three years of planning experience

or

Graduation from a standard high school and eight years of related experience or five years of planning experience.

PLANNING ASSISTANT III

Minimum Qualifications: Graduation from an accredited junior or community college with specialization in urban planning and development and six years of related experience or four years of planning experience

or

Completion of 60 semester credits in an accredited college or university and seven years of related experience or five years of planning experience.

or

Graduation from a standard high school and ten years of related experience or seven years of planning experience.

Examples of Work Performed by Planning Assistants:

Assisting in the development, promotion and coordination of local, regional, or State transportation planning programs;

Assisting in obtaining and compiling statistical data on such areas as population, housing, transportation and zoning;

Assisting in reviewing and analyzing such factors as the natural resources and socio-economic conditions of a given area or community;

Assisting in developing and preparing charts, maps, diagrams and other graphs and illustrative materials;

Assisting in the preparation of simple reports and publications;

Assisting with the filing and indexing of library materials and maps;

Operating a calculator;

Performing simple drafting work;

Training in the use of standard statistical methods and procedures used in planning studies and programs.

URBAN DEVELOPMENT ASSISTANT PROJECT

EVALUATION OF UDA STUDENTS IN SUMMER FIELD WORK

Name of Employing Agency _____

Name of Student Employed _____

Name and Title of Student's Supervisor _____

Dates of Student's Employment: From _____ To _____

Wage Rate (per hour or week) _____

Average Work Load (hours per week) _____

If the student worked overtime, was he paid for this or given compensatory time?

_____

Describe briefly the project(s) in which this student was involved:

_____

PERSONAL EVALUATION

Evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

RELATIONS WITH OTHERS

Exceptionally well accepted
Works well with others
Gets along satisfactorily
Has some difficulty working with others
Works very poorly with others

ATTITUDE - APPLICATION TO WORK

Outstanding in enthusiasm
Very interested and industrious
Average in diligence and interest
Somewhat indifferent
Definitely not interested

JUDGMENT

Exceptionally mature
Above average in making decisions
Usually makes the right decision
Often uses poor judgment
Consistently uses bad judgment

DEPENDABILITY

Completely dependable
Above average in dependability
Usually dependable
Sometimes neglectful or careless
Unreliable

ABILITY TO LEARN

Learns very quickly
Learns readily
Average in learning
Rather slow to learn
Very slow to learn

QUALITY OF WORK

Excellent
Very good
Average
Below average
Very poor

FIELD WORK EVALUATION (cont'd.)

ATTENDANCE: Regular Irregular

PUNCTUALITY: Regular Irregular

OVER-ALL PERFORMANCE: Outstanding Very Good Average Marginal

Unsatisfactory

What traits may help or hinder the student's advancement?_____

Would you consider this student for permanent employment in your agency, following his graduation? _____

Additional remarks (Use back of this page, if necessary.)_____

Has this report been discussed with the student?_____

GENERAL INFORMATION

In your estimation, will this be the type of work this student will be expected to perform upon graduation from the UDA program?_____

If not, indicate what other jobs you might expect an Urban Development Assistant to perform: _____

Taking into consideration the fact that first year UDA students have had only two technical courses, Survey of Planning and Urban Planning Drafting, do you feel this particular student's preparation was:

Good Adequate Poor

What type of college training do you feel an Urban Planning Assistant should receive (both academic and technical), in specific subjects?

_____

Give a rough estimate of the number of Urban Development Assistants your department might use during the next few years. _____

Will you be willing to employ one or more UDA students during subsequent summers? _____

Additional remarks _____

Signed: _____ _____
(name) (title)

Date _____

UDA GRADUATES

SUPERVISOR'S QUESTIONNAIRE

URBAN DEVELOPMENT ASSISTANT PROGRAM

Essex Community College
Community College of Baltimore

URBAN DEVELOPMENT ASSISTANT graduate, _____,
has been under your supervision (or a member of the staff) since
_____.

(His, Her) current job classification is _____,
with a salary of (approximately) _____ per year.

I. Duties Performed (most recent)

_____

_____

_____

_____

II. Performance of Tasks Assigned

Excellent _____ Average _____

Very Good _____ Poor _____

III. Additional Skills Needed (not present in employee)

_____

_____

_____

IV. How does employee (UDA graduate) compare with other staff members with equal job experience, but without Urban Development Assistant educational preparation?

A. No apparent different in employee's performance _____

B. Urban Development Assistant graduate better prepared to assume assigned responsibilities _____

Comment: _____

_____

AP. 5B

V. Does employee show signs of professional growth? Yes ____ No ____

Explain: _____

_____

VI. Ten of the twelve Urban Development Assistant graduates (to date) are now attending four-year colleges or universities. Would you favor offering an option of a 15 semester hour certificate program, as well as the present 62 semester hour Associate in Arts degree program now offered beginning Urban Development Assistant students? Yes ____ No ____

If so, what skill or theory courses would you consider essential? (Please check as many as you feel are required.)

Survey of Planning (Theory, history, community planning and urban renewal problems)

Drafting ____ Data Processing ____

Graphic Presentation ____ Office Procedures ____

Community and its Organizations ____ Cartography ____

Urban Sociology ____ Urban Geography ____

Others: _____

_____

If not, explain: _____

_____

VII. Would you recommend that an Urban Development Assistant graduate continue beyond his two-year college education and the Associate in Arts degree level?

Yes ____ No ____

Explain: _____

_____

VIII. In your opinion, is the employee (UDA graduate) growing professionally at such a rate that he should receive an increase in salary or an advance in job classification within the next year?

Yes ____ No ____

IX. Would you recommend that men and women interested in urban development careers seek educational preparation in the present Urban Development Assistant curriculum?

Yes ____ No ____

Explain: _____

_____

SURVEY OF PLANNING

DESCRIPTION OF COURSE

This course has, as its major goal, the instruction of urban development assistants whose responsibility will be to produce technical materials which will be the basis for planning and renewal activities, within the framework of federal, state, local and public-private relationships. In order to achieve this proficiency, students must *first* obtain an understanding of the skills necessary to produce the required material; *second*, understand the relation between the different planning studies; *third*, grasp the role of this material and these studies in the planning and renewal process.

The Survey of Planning course is to assist the student in obtaining this proficiency by reviewing the needs, purposes, and contents of community planning and renewal and by presenting the methods and techniques upon which planning and renewal decisions are based. Attention, in all instances, will be devoted to the physical, social, and economic aspects of urban existence.

COURSE OUTLINE

I. *Urban Development and the Need for Planning*

Historical Development of the City

Brief review of the functions and characteristics of pre-industrial cities; the development of the modern city; and the evolution of the modern city with emphasis on the social, economic and technological factors involved.

The Land Use Structure of Urban Areas

Examination of the patterns of land use in urban areas; topographic, transportation, economic, social and public interest determinants of urban structure.

Urban Problems

The major problems faced by urban areas today, for example; slums and obsolescence, the flight of higher and middle income groups to the suburbs, the concentration of lower income problem families in the inner city, the decline of the central business district and other older commercial areas, traffic congestion, urban sprawl, finance and taxes, etc.

The Need for Planning

How city planning can help solve urban problems; the limitations of physical planning as a means of solving the problems; complementary economic and social programs that are needed; and the problems of reconciling planning and individual freedom in a democracy.

II. *The Concepts, Organization and Contents of Planning*

General Concepts, Organization and Contents of Planning

Basic concepts: planning, plans, the planning process, programs; plans, as distinguished from forecasts and inventories, standards, density, etc.

The Organization of Planning

The legal basis and legislative framework of planning in the U.S., the hierarchy of planning agencies from local to national, relationship of organization to the planning process — viz., the complex of relationships between staff, commission, governmental policy makers and private interests.

Contents of Planning

Description of the various facets of planning including: the master plan, site and project planning, subdivision control, zoning, urban renewal and related social and economic programs.

The Methodology of Planning

The steps involved in the planning process.

III. *The Techniques of Planning*

A. *Planning Studies*

Information for Planning

The types of maps used in planning, information recorded on maps, the importance of data, sources of data, and how data is handled and stored.

Statistical Methods

Construction of tables, graphs and charts and description of selected statistical techniques and concepts used in planning studies.

Social and Demographic Factors

The purpose of population analyses and projections, and description of techniques of analyzing and forecasting population growth and change.

Economic Studies

The purpose of economic studies in planning; types of economic studies and how such studies are utilized in planning.

Land Use Studies and Planning

The categories of land use and their locational characteristics, the land use inventory and land use studies, determination of future land use requirements, determining the potential land suitable for the various uses, and achieving balance between future supply and demand and between uses.

Transportation

Types of transportation facilities, the elements of a circulation system, interrelationship between land use and transportation, traffic studies and the comprehensive land use transportation study.

Utilities and Land Use

Description of water supply, sewerage and other utility systems, general approach to planning of such facilities and their influence on land use patterns.

Urban Design

Concepts and theories of urban design, design as a structural element in the plan, the image of the city, architectural and historic preservation, etc.

B. *Programs and Methods of Plan Effectuation*

Zoning

Concepts in zoning, the elements of a zoning ordinance, studies required in preparing an ordinance and the administration of zoning.

Subdivision Regulations

Definition and explanation of land subdivision; and the role, content and administration of subdivision regulations.

Housing and Other Codes; Related Governmental Programs

Description of the housing code and of certain other regulatory measures which relate to urban development; description of related municipal social and economic programs.

Capital Improvement Program

The concept of the capital improvement program, its use as a tool for plan effectuation and for rationalizing municipal finance and relation of the program to political reality.

Urban Renewal and Slums

1. History of slum clearance in the U.S.; the "housing movement"; the public housing program; and the evolution of the urban renewal program.
2. Urban renewal operation: types of programs; steps in renewal; the workable program; the general neighborhood plan and the community renewal program.

RESOURCES

Reading

Texts to be purchased:

Slums & Social Insecurity, 1st Ed., Schoor

The Urban Pattern: City Planning & Design

Local Planning Administration, International City Managers' Association

Cities, Scientific American, 1965

Reading assignments will be given throughout the course from the texts and also from material available in the Library. Some of these readings will be required, others will be optional and for those students who wish to pursue particular subjects in greater depth.

URBAN PLANNING DRAFTING

1 hour of lecture - 4 hours of studio work per week

DESCRIPTION OF COURSE

Basic drafting for urban and regional planning work. Practice in drawing maps and plans, gaining experience in the use of drafting instruments, materials, and techniques and related lectures.

COURSE OUTLINE

Lectures (not necessarily in order of presentation)

1 - Map and plan reading. (Types of maps and plans, understanding and interpretation)
2 - The land use plan. (Introduction to drawing of map)
3 - The design plan. (Slide lecture of evolution of 2 plans, Urban Renewal and Columbia project)
4 - Data maps. (Types, methods of data collection)
5 - Contour maps. (Analysis and reading of contours)
6 - Illustrative site plans. (Shadows, rendering)
7 - Review of drafting aids. (Generally, those not used during studio work)
8 - Reproduction methods. (Advantages and disadvantages and costs of methods)
9 - The kind of work the UDA student will do.
10 - Criticism and general discussions of student work. (At periodic intervals)

Projects

Exercise in drafting and lettering.

The first problem will be an Urban Renewal Plan (project to be determined).

1 - Base map (Block and lot outline only)
2 - Existing land use (Color)
3 - Existing land use (Black and white Zip-A-Tone)
4 - Illustrative site plan (Showing shadows and trees)

The second problem will be a regional project using Columbia as a base.

5 - Regional location map (Color)
6 - Work contour map (Grade survey, ridges, trees)
7 - Final project

TEXTBOOK AND MATERIALS NEEDED FOR URBAN PLANNING DRAFTING

General Drafting, by Fryklund and Kepler

Materials:

Drawing Board
T—Square
Triangle, 30-60 degree
Triangle, 45 degree
Drafting Tape
Eraser, pink pearl
Erasing Shield
Drawing Pencils or Mechanical Pencil and leads, 2 H, H, 3H
Engineer's scale

THE COMMUNITY AND ITS ORGANIZATIONS

DESCRIPTION OF COURSE

The purpose of this course is to provide students with:

(1) An understanding of the history of the voluntary community organization and its importance both to individual citizens and our democratic society.

(2) A knowledge of the characteristics of community organizations and their members and some of the problems of organizations in our modern urban society.

(3) A familiarity with the operations of community organizations - structure, techniques of group dynamics, the role of the member, leadership, and methods of group action.

(4) A knowledge of some of the most important community organizations concerned with the problems of the urban area and how these organizations fit into the community structure.

(5) An understanding of the reasons for lack of citizen participation among urban slum dwellers and some of the proposals for solutions.

COURSE OUTLINE

Section 1. History and Significance of the Voluntary Organization in America

Factors in our history which have made the voluntary organization a distinguishing characteristic of American life. Description of some of the organizations which have had a great influence on American life. The role of the voluntary organization in a democratic society and some of the different functions which such organizations fulfill.

Required Reading:

Cohen, Nathan E., *The Citizen Volunteer.* Chapters 1, 2, and 3

Smith, Bradford, *Why We Behave Like Americans.* Chapters VI and VII

Tocqueville, Alexis de, *Democracy in America.* Volume I, Chapters XII and XIV; Volume II, Second book, Chapters IV - VII and Appendix II, pages 389-444.

Section 2. Characteristics of Voluntary Organizations and Their Members

Definition of the community organization, kinds and numbers of organizations, and the fields in which they operate. Who joins organizations and why? What is the extent of participation in the United States? Some of the problems of organizations today.

Required Reading:

Cohen, Nathan E., *Op cit.*, Chapter 16, 17, and 18

Section 3. How Community Organizations Operate

Structure of organizations in a democracy, leadership techniques and training and taking action in the community. Methods for insuring the effective and democratic operation of organizations with a maximum of membership participation, with an introduction to group dynamics.

Required Reading:

Group Dynamics and Social Action
Handbook for Leaders of Organizations Taking Action in the Community
McKee, Elmore, *The People Act.* Preface, Chapters VIII and IX

AP.6C

Section 4. Community Organizations in the Urban Metropolis

Definition of the community and the metropolitan area. Characteristics of the population and housing of the Baltimore area which are the basis of many of its problems. Some of the problems of the Baltimore area and the important community organizations which are trying to solve them. Relationships of such organizations to government agencies.

Required Reading:

Baltimore City, Department of Planning, *Population and Housing.*

Baltimore Section, National Council of Jewish Women, *The Unaccepted Baltimoreans*

Hunter, David R., *The Slums - Challenge and Response.* Pages 1-107. Steering Committee for a Plan for Action, *To Open that Door.*

Section 5. Community Organizations in Urban Slum Areas

The lack of citizen participation by residents. Inability of community organization to relate programs to felt needs of such residents. Proposals for solution such as Baltimore's Community Action program, Harlem Park Neighborhood Association, Mobilization for Youth in New York, and program of the Industrial Areas Foundation.

Required Reading:

Hunter, David R., *The Slums - Challenge and Response.* Chapters III-VIII

Silberman, Charles E., *Crisis in Black and White.* Chapters I and X

Survey of Action Area Residents

(Books and articles listed as required reading are available in the college Library.)

GRAPHIC PRESENTATION*

DESCRIPTION OF COURSE

The purpose of the course is to enable the student to effectively present data in graphic form. Subject matter will include the principles of graphic presentation, methods by which statistical and descriptive material and spatial and organizational relationships may be represented, and the limitations and opportunities presented by different methods of reproduction and presentation. Lecture classes will be accompanied by studio periods during which students will prepare graphic information relating to specific problems such as might be encountered in planning practice.

Materials:

Students will be expected to have acquired the equipment needed for the Urban Planning Drafting course. In addition, each student should be prepared to spend $3 - $5 for materials and costs of reproduction.

COURSE OUTLINE

Four studio projects will be assigned. Each assignment will be graded separately and together they will be taken to indicate the student's graphic ability. There will be no final examination. Assignments will cover the following subjects:

1. *Regional map* - Identification of a particular locality relative to large-scale land and development patterns - towns, airports, roads, rivers, etc.
2. *Site plan* - Identity and layout of natural and man-made features within a particular locality - trees, buildings, playgrounds, etc.
3. *Statistical chart or graph* - Graphic representation of numerical relationships - population growth, composition, movement, etc.
4. *Diagram* - Graphic representation of abstract ideas or concepts - spatial relationships, growth patterns, recording sequences, etc.

No less than three sessions will be allowed for each assignment. These sessions should be matched by an equal amount of time spent on the project at home.

*After 1968, this course was added to Urban Planning Drafting in a combined Drafting /Graphics course.

The Community Press—3/6/68

Dundalk High Seniors Planning, Urban Development Discussed

As a part of their study of the problems facing the nation's cities and suburbs, over 450 Dundalk Senior High School social science students discussed planning and urban development with professional planners and Essex Community College planning students during the past month.

Scheduling for the guest speakers was arranged by Harold Pearson, social science division chairman at Dundalk Senior High School, with the assistance of Mrs. Bettye Gardner, director of the Urban Development Assistant program at Essex Community College.

Meeting with students during regular class sessions in February, the visitors included two veteran planners, Mrs. Connie Barker and Burton Cohen and two Essex Community College students, Mrs. Jean Eaton and Leroy Ogle. Mrs. Barker and Mrs. Eaton are staff members of the Regional Planning Council. Mr. Cohen is a principal city planner for the Baltimore Urban Renewal and Housing Agency, while Mr. Ogle is employed as a planning specialist with the Baltimore County Office of Planning and Zoning. As employees of planning and housing agencies, all of the speakers discussed specific problems caused by population increases in Baltimore County, Baltimore City and nearby areas.

Among the visitors who met with Dundalk students was Mrs. Jean Eaton, a Dundalk resident and the mother of two teenagers, Sherrie and Tim. In addition to caring for her family and attending college, Mrs. Eaton is a full-time employee of the Regional Planning Council.

A deep-rooted interest in good community life led Mrs. Eaton into local volunteer work in the Girl Scouts and on to her present career in the planning profession. Last October, she was called upon to share her experiences with women from every state in the nation when she participated in a New York gathering of the National Council of Women in the United States. Jean Eaton is a living example of the session topic, "New Ways of Using Women to Attack Urban Problems".

In her talks with Dundalk students, Mrs. Eaton stressed the need for varied talents in the planning profession, "We can't all be writers or statisticians or draftmen, but all of these are needed in this new field. What is needed most is the person who wants to improve his community, to prevent problems through preparation."

Similar presentations are scheduled to take place in other senior high schools in Baltimore County during the months of March, April and May. Professional planners and Urban Development Assistant students at Essex have volunteered their time to address social science classes whenever their services are requested. Arrangements for the speakers are coordinated by the Urban Development Assistant office, Essex Community College, Baltimore County, Maryland 21237, or by calling Mrs. Gardner at 682-6000, ext. 217

The Evening Sun—7/26/68

Planners Visit Essex College

[Baltimore County Bureau]

Two International planners are visiting the Essex Community College campus today to learn first-hand what is being done in the urban development assistance program at the college.

Domenico de Caro, chief of the Training Division of the Foundation for Community Development and Planning, Caracas, Venezuela, and Don Ook Kim, associated with the Korean Ministry of Construction, will visit Mrs. Bettye B. Gardner, director of the urban development assistance curriculum at Essex.

Arranged By U.S.

The visit was arranged by Bruce Daniels, program officer of the Division of International Affairs at the United States Department of Housing and Urban Development.

Five additional planners from foreign countries also are visiting Baltimore area planning and urban development training centers in an attempt to gather information for instituting urban development training centers in two and four-year colleges in their own countries.

Essex Community College and the Community College of Baltimore were the first colleges in the United States to introduce two-year urban development training curriculums.

Jeffersonian—9/12/68

Urban Development Program At Essex Stresses Human Values

"Community planners and assistants to community planners must care about the lives of the people living within the community," according to the theme of a new urban development assistant curriculum brochure published by Essex Community College.

Mrs. Bettye B. Gardner, director of the Urban Development Project at Essex, states that the concept of humanization of a community is the real concern of the planner. "He, or she, is not so concerned with bricks and mortar that he overlooks the health, safety, morals, prosperity and general welfare of the residents of the community," she says.

The new brochure centers around the slogan, "If You Care Enough . . . Plan the Very Best." Designed to familiarize the reader with the scope and content of the Urban Development Assistant Program offered at Essex Community College, the brochure contains a summary of the career of a planning assistant and a description of the specialized courses offered in urban development.

Included in the two-year associate in arts program are basic courses in arts and sciences, related courses in sociology, political science and public speaking, as well as the specialized courses in urban development. In addition, a portion of each full-time student's program is a field work assignment of employment in an operating planning agency, according to the brochure.

The Urban Development Assistant Program is made possible through a grant from the U.S. Department of Housing and Urban Development as a demonstration project involving Essex Community College and the Community College of Baltimore. Twenty-one full and part-time Essex Community College and Community College of Baltimore Urban Development Assistant students are now employed in local planning or housing agencies.

Copies of the Urban Development Assistant brochure and applications for admissions may be obtained from: Essex Community College, Director of Admissions, Baltimore County, Md. 21237, or by calling 682-6000.

AP. 7